 Speed dating – STIs – Stage 4

Suggested duration: 25-30 minutes

This activity is based on the concept of “speed dating”. Students research STIs and BBVs, and share what they know with others.

PDHPE outcomes

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

What do we want students to know, understand or be able to do?

* Understand the issues associated with STIs and BBVs
* Identify ways to prevent STIs and BBVs

PDHPE syllabus content

| Key inquiry question | Content |
| --- | --- |
| How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity? | * propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)
	+ identify and plan preventive health practices and behaviours that assist in protection against disease, eg blood-borne viruses, sexually transmissible infections S I
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Skills focus

* Interpersonal communication

Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a sound understanding of the following Stage 4 PDHPE content:

* What is an infection?
* Infections can be transferred from one person to another.
* Infections can be treated and transmission reduced or prevented.

Teaching notes

Considerations when selecting activities

* Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.
* Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care.
* Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.
* Seek endorsement by the school principal before use of materials in NSW government schools.
* Select the activities most suitable for your students.
* Individual students within the group have differing needs and backgrounds. Modify or extend some aspects of suggested activities accordingly.
* Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age.
* Undertake a comprehensive step by step process to assess any physical or psychological risks associated with an activity before following using a variety of teaching strategies.
* Enable students to withdraw if they find issues personally confronting.
* Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don’t assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.
* Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. Sample information letters are available on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/parents-and-carers).

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

It is recommended that staff use a question box to allow for students to ask difficult questions anonymously through the unit. The question box provides staff with information on student prior and post knowledge by assessing the questions which arise through the question box. Students should be provided with a piece of paper at the beginning of each lesson which they can write their question on and submit. All students should submit a piece of paper, even if it is blank to ensure anonymity.

More information on creating a safe and supportive learning environment can be found on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/learning-environment).

Learning experiences

1. Divide the class into groups of 8. Each student is allocated one of the following STIs/BBVs: chlamydia, gonorrhoea, hepatitis B, syphilis, herpes simplex virus, human papilloma virus (HPV), HIV and hepatitis C.
2. Use the[STI fact sheets](https://stipu.nsw.gov.au/resources/patient-resources/) from the NSW STI programs unitto create a summary of the STI or BBV according to:
	1. What is it? BBV or STI or both?
	2. Are there any signs or symptoms?
	3. How is it passed from one person to another??
	4. How can it affect an individual - short-term and long-term?
	5. Is there any treatment?
	6. How can it be prevented?
3. Students form two circles, one inside the other with the students facing each other.
4. Each student discusses their STI or BBVs with the student facing them.
5. After a set time, the students on the inside stay where they are while the outside circle moves clock-wise to the next student. Repeat until all STI and BBVs have been covered.
6. Conclude this activity with the following questions:
	1. Did your knowledge about STIs and BBVs improve?
	2. What is the difference between a BBV and an STI?
	3. Do all STIs or BBVs have symptoms?
	4. What behaviours and health practices will minimise the risk of contracting STIs?
	5. What behaviours and health practices will minimise the risk of contracting a BBVs?